**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 4.OA.3**  **The Envision Lesson: 16-2: Measurement: Customary Units of Capacity** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| ½ and1 c. measuring cup (many of them), Ziploc baggies, different customary capacity containers (some with equal capacity)  math journals  Measurement Man supplies (papers, glue, scissors) | **capacity** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Put 1 cup of a liquid into a Ziploc baggie (if using water, at least die a cool color!). Then have different size containers (of customary volumes) and have the kids estimate how many of the baggies will fit into each container | Choral Responses   * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  **Capacity: is the volume of a container measured in liquid units**   1. How will you explicitly teach new vocabulary?   Frayer Method—give definition and facts and characteristics and one example and non-example and have the students fill it in on their charts for the unit.   1. How will you provide multiple opportunities for vocabulary to be used in context? Re-state throughout the lesson, have the students share their examples/non-examples with other students in this lesson and during other review times. 2. Have students come up with a way to remember the progression of the sizes   EX: cup-3 letters, pint-4 letters, quart-5 letters, gallon-6 letters  P before q alphabetically, pints before quarts | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Review the lesson from the book*  *(Possibly pair the concrete activities with activities with 16-6)*   * Let the kids play/learn with the different measuring cups and containers * Record different measurements and equivalencies | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Create a “Measurement Man” to discuss how the things fit together to get bigger and bigger… | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   * Make a conversion chart for cups to pints to quarts to gallons * Create own story problems of conversion and measurement | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Check journals for the conversion chart  Have 5 students share their story problems with the class and check answers on whiteboards | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| 1. Keep out the different measurement tools to experiment with 2. Re-assemble a measurement man 3. Create lists of things you would measure with each capacity 4. Go through a Store add and categorize the products | |
| **HOMEWORK** | |
| Practice Master 16-2  Find 5 things in your house that are measured in c, p, q, g and 5 non-examples | |